**K-5 Math Lesson Plan**

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| **Teacher:**  **Raynor** | | | **Grade: 3** | | | **Date(s)**: Day 1 |
| **Unit Title: Planning a Family Reunion** | | | | **Corresponding Unit Task: Prior to task 1** | | |
| **Essential Question(s): How does place value understanding help me add and subtract within 1000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Overhead of Chart**  **Overhead Manipulatives** | | **Student:**  **M&Ms**  **Base 10 Blocks**  **Place Value Chart** | | | **Ones, Tens, Hundreds, Place Value, Expanded Form, Value, Digit, Standard Form** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  x  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  x 4. Model with mathematics.  x 5. Use appropriate tools strategically.  6. Attend to precision.  x 7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 3.NB.2**  **Powerpoint:** <http://math.pppst.com/placevalues.html> (2nd one) | | | | | |
| **I Can Statement(s): I can use place value to add and subtract within 1000.** | | | | | |
| **Activating Strategy/Hook:** **(How will students become cognitively engaged and focused?) I have, who has numbers to 999.** | | | | | |
| **Teacher Directed:/Guided Practice:**  **1. Pretest**  **2. Teacher hands out 3 M&Ms and place value chart to each student. (brown, orange, green) brown=1s place orange=tens place green=hundreds place. Teacher hands out colored cards to students with numbers on them indicating the digit in each place. Students write number in standard form on place value chart. Students model same numbers with base 10 blocks. Teacher models figuring out expanded form for one example, or more if needed. Students write their number in expanded form. Last, students determine the value of each digit but counting ones, 10s, and 100s. Students write sentence using sentence frame: “The value of the ones place is \_\_\_\_\_. The value of the tens place is \_\_\_\_\_. The value of the hundreds place is \_\_\_\_\_.** | | | | | |
| **Independent Practice: Teacher gives each student an index card with a number on it. Students create a flip book including picture, expanded form, and the value of ones place, tens place, and hundreds place.** | | | | | |
| **Closing/Summarizing Strategy: Journal: explain how to figure out expanded form of a number.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| **Numbers in the 1000s** | | | **Smaller numbers, no 0s in numbers, work with a partner** | | | **Sentence frames, students answer orally, discuss with partner** |
| **Assessment(s):**  **Flip Book and anecdotal notes from teacher**  **Remediation:** <http://www-k6.thinkcentral.com/content/hsp/math/hspmath/fl/common/intervention_9780547274409_/launch.html> - skill 2 | | | | | | |